

INDIVIDUAL COUNSELING STRATEGY SOCIAL-BEHAVIORAL APPROACH TO HIGH SCHOOL STUDENTS EXPERIENCING LEARNING DIFFICULTIES

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ABSTRACT

Learning difficulties are part of a major obstacle to successful learning. The learning process is not always successful, often there are things that resulted in learning difficulties experienced by students. The results of various studies toward high students who have difficulty in learning at the age of high school become a challenge that must be solved by every educator, especially teachers of guidance and counseling in the field of learning. This study aims to determine the level of learning difficulty of students and develop service strategies in the settlement as one of the effective service strategies. The results showed 83% of students in the city of Bandung, Indonesia, enter into the high category of experiencing learning difficulties. Individual counseling services strategy is one of the solutions in solving problems of student learning difficulties with in-depth analysis.

KEYWORDS: *Learning Difficulties, Learning in the Age of High School & Difficulties with in-Depth Analysis*

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INTRODUCTION

Successful learning is the dream for every learner (Indreicaa, Cazanb, & Truta, 2011). Learning is a process of change in the human personality that appears in terms of improving the quality and quantity of behaviors such as the improvement of skills, knowledge, attitudes, habits, understanding, skills, thinking power, and other abilities. Some students can take their teaching and learning activities smoothly and successfully without experiencing difficulty, but on the other hand not a few students who actually in their learning experience various difficulties.

Student learning difficulties are indicated by the presence of certain obstacles to achieve learning outcomes and can be psychological, sociological, and physiological so that in the end may lead to the achievement of learning they achieved is below the proper (Shah, 2000, Daryanto, 2010). The learning process is not always successful, often there are things that result in the failure or difficulty of learning experience by students. Challenges, obstacles and even demands in learning are always present in everyday learners (Dwyer & Cummings, 2001). Learners experience high difficulty in each semester (Robotham, 2008), get depressed about the burden of learning task (Reisberg, 2000), difficulty preparing for exams (Karagiannopoulou & Kamtsios, 2016), feelings of anxiety and fear of failure (Gibbons, 2015; Kamtsios & Karagiannopoulou 2015; Schafer, 1996; Tyrrel, 1992) low time management (Robotham, 2008), and low-motivation learning (Tyrrel, 1992).

Teacher of Guidance and Counseling as a guide to analyzing the learning difficulties to determine the factors of

learning difficulties of students. Learning difficulties are a condition where learners can't learn properly. Learning difficulties are one of the symptoms in the learning process that is characterized by various behaviors that background within themselves and outside of students (Subini, 2011, Nasalel, 2011).

Research on the analysis of learning difficulties ever done by some researchers in the field of education. Ariestia, et al., (2012) conducted a study on the analysis of learning difficulties of high school students of Pekanbaru, Indonesia, reported that the internal factor is quite influential on the percentage of 56.74% and talent aspect effect of 58.55%, while external factors affect 54, 11%. Caryono and Suhartono (2012) studied the analysis of learning difficulties, and it was reported that 8% of the 10 students were disturbed by their study due to physiological constraints, 35% of the 44 students had learning difficulties due to psychological factors, and 20% of the 25 students had difficulties learning due to environmental factors. Sapuroh, (2010) in his research on the analysis of students' learning difficulties in understanding the concept of Biology also reported that from 100% of students, 13.3% are in the moderate level, 66.7% have high difficulty and 20% have a very high category. The high rate of learning difficulties for students at the high school level with individual Indonesian characteristics with different cultures and languages requires specific service strategies in schools.

THEORETICAL FRAMEWORK

In social cognitive theory, Bandura explains that learning becomes the majority of information processing activities, whose information is about behavioral structures and environmental events, and then transformed into symbolic representations that serve as a guide to action (Schuck, 2012).

Learning occurs either enactively through real or vicarious action by observing the model, performing as life, symbolic, electronically described. Enactive learning involves learning from the consequences of one's actions. Behaviors that produce successful consequences will be maintained. While the behavior that causes failure will be eliminated or discarded. Conditioning Theory also says that humans learn by doing (learn by doing) (Harvest, 2005).

Bandura's most famous theory is social learning theory that emphasizes the cognitive component of thought, understanding, and evaluation (Hergenhahn & Olson, 2010). According to Bandura, in social situations, one can learn faster by observing or seeing the behavior of others. This theory accepts most of the principles of behavioral learning theories but gives more emphasis on the impression and cues of behavioral change, and on internal mental processes (Harvest, et al., 2005; Hergenhahn & Olson, 2010; Cervone & Lawrence, 2012). In social learning theory uses explanations of external reinforcement and internal cognitive explanations to understand how to learn from others.

The social learning theory of Bandura is based on reciprocal determinism, beyond reinforcement, and self-regulation and cognition. This theory explains the relationship between behavior, personality, and the environment in which individuals are located (Schunk, Dale & Barry, 2003; Harvest, et al., 2005; Hergenhahn & Olson, 2010). According to social learning theory, these three aspects influence each other in shaping one's attitude. Social learning theory states that social/environmental, cognitive and behavioral factors plays an important role in learning (Hergenhahn & Olson, 2010; Cervone & Lawrence, 2012). Cognitive factors will determine the child's understanding, social or environmental factors include the observation of children against the behavior of their parents. According to Bandura each child will transform each experience cognitively. Much of what human learning happens through imitation and modeling. Humans are active beings making choices, facing developmental processes to shape their behavior (Gunarsa, Singgih, 2010; Cervone & Lawrence, 2012).

METHOD

Research strategy with mix method approach with embedded konkurenv strategy (Cresswell, 2012). A quantitative research method used to know the picture of student learning difficulties in high school in Bandung, the effectiveness of individual counseling based on social behavior theory. In the quantitative method, using surveys aimed at students by providing questions that are distributed electronically to some students in the city of Bandung, Indonesia. Valid data were collected 289 students who validly responded. To evaluate the sample representation, the chi-square test was performed for sex (male $\frac{1}{4}$ 44.38%, female $\frac{1}{4}$ 53.61%, $p = 0,500$). while qualitative methods are used in the preliminary study stage and explores pre-counseling and individual counseling processes based on social behavior theory.

RESULTS

Based on the results of dissemination of student learning difficulties in high school in Bandung can be seen that the level of learning difficulties of students, almost 83% of students have difficulty in learning and only 17% of students who feel no learning difficulties. Problems of students with learning difficulties are: to understand the contents of textbooks 65.1%, difficult to catch and follow the subject of Mathematics and Physics 65%, often gets difficulty in doing homework assignment 62.5%. The results show that the sample distribution is not statistically different from the population's distribution.

Based on the result of this questionnaire, it can be seen that the problem of learning for the students is still high, especially on the students' learning difficulties. Consideration of thought to the above description. Based on the data, the researcher involves 6 students taken at random, that is for the experimental group selected 3 students to be given treatment by individual counseling service based on social behavior theory and 3 students are given individual counseling without using any theory, hypothesis test result using Mann-Whitney test. The data used based on the post-test results in both groups can be seen in the table.

Table 1: Mann-Whitney Test

Mann-Whitney U	Z	Asymo. Sig. (2-Tailed)	Asymp. Sig.	Conclusion
11	-1, 123	0,261	0,130	Accept H0

Based on the table shows that the significance value (sig.) of 0.130 is greater than $\alpha = 0.005$, where individual counseling based on social behavior theory has not been effective in reducing student learning difficulties (no significant difference).

Qualitative results analysis of research subjects studied through the process of observing and imitating. This process is called the modeling process. The three subjects have aggressive behavior based on modeling their parents, the subject has bad study habits as well because his parents never teach the same learning just like their older siblings who prefer to play more, especially his father is rude in educating then there is an aggressive behavior applied by the subject because as a child who often see his father snarling and get angry at both of their mothers and their two older siblings. Also bad habits in learning as well because of their younger age, there is no direction in the structural schedule to learn the example of parents and two older siblings. This is reinforced by Bandura (Irham and Wiyani, 2013, pp. 160) explained that the process of learning in individuals will occur more by observing the circumstances of the environment, from one observation to another form of observation that forms a new behavior that will be used as a guide in acting. Likewise, in learning habits. So the results obtained are the learning failure in behaving.

The factors that cause counseling behaved deviant in bad study habits, especially more aggressive due to various things that are internal and external, namely: Internal factors, namely 67% feeling disturbance, physical factors, 33%, while on external factors are: family factors 45%, family factor, less attention 33%, and has negative Modeling 22%.

DISCUSSIONS

Forms of treatment provided in the form of providing individual counseling services which are a service that allows counselees get direct face-to-face services to eradicate or solve problems experienced, so that eventually, he can develop his potential (Sukardi, 2008, p. 68; Joseph, 2009, p 83).

The approach used in addressing the problems experienced by the subject is by using the behavioristic approach. Defines that an important aspect of behavioristic therapy is that behavior can be defined operationally, observed and measured. Behavioristic experts perceive that behavioral disorders are the result of a false learning process. Therefore, the behavior can be changed by changing the environment more positively so that the behavior becomes positive as well. This change of behavior gives the possibility of evaluating student progress more clearly.

Based on the above definition, it can be reflected that the problems experienced by students can be assisted or resolved given individual counseling services with behavioristic approach. This happens because students experience behavioral disorders in the form of aggressive behavior that causes social interaction that is less liked by his friends. In fact, sometimes teachers also feel annoyed with the behavior of students who are aggressive in the class because students like to interfere with making a fuss and sometimes even hit his friend. The behavior was apparently experiencing by modeling his father who acted roughly when advising his sister because it was the students imitate the behavior of his father and he applied it to his classmates. The behavioristic approach is well suited to solve problems, reinforced by the opinion of Gladding (Lubis, 2011, p. 168) which defines that the behavioristic approach is the primary choice for school counselors to address students facing specific problems such as eating disorders, drug abuse and psychosexual dysfunction. In addition, behavioristic approaches can also be used for students who experience disorders associated with anxiety, stress, assertiveness, and social interaction.

Techniques used in helping counselors reduce aggressive behavior is by participating modeling techniques and reinforcement. Modeling participants, which emphasizes that most human behaviors are studied as a result of other observations that constitute a new behavior that will be used as a guide and a benchmark in acting because the social learning process can occur through imitation activities and the presentation of behavioral examples. With modeling techniques, then the students must have role models that can be used as an example in everyday activities. The counselee is guided in choosing a good role model or with video playback of an exemplary model so that by watching the video, students are expected to their aggressively behave will gradually diminish. Reinforcement (reinforcement) is a technique of reinforcing students when new behaviors are studied by students. The reinforcement must be done continuously until the behavior is formed within the student. Once formed, the frequency of gain can be reduced or done at certain times. This is done to maintain new behaviors that have been formed (Lubis, 2011: 172). The appropriate reinforcement is given by the student when he/she is not performing an aggressive behavior, the reinforcement is done by giving continuous praise when he or she is not aggressive, giving praise is expected to reduce the aggressive behavior performed by the students. Assertiveness technique. This technique teaches students to differentiate aggressive, passive and assertive behavior. This training is usually used for the criterion of students with aggressive problems that is with criteria less able to control anger or feelings of offense.

CONCLUSIONS

High School students, mostly have learning difficulties with percentage description of 83% of students having difficulty in learning, and only 17% of students who feel no learning difficulties. There are differences in pre and post-test results of students before and after individual counseling services to experience learning difficulties.

The implications for Guidance and Counseling from this research are the foundation for the development of Guided and Counseling service practice theory in the field of learning. This research needs to continue to be done in finding the best way to reduce learning difficulties for students. Models to modify adaptation theory toward the perceived pressures in high school academics will be the framework to guide further research studies. Developing academic skills in adaptive and transformational ways is a must to raise reliable human resources to face future challenges.

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